



## LAKEVIEW ELEMENTARY

660 Center Street  
Greenwood, South

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	536 Students	
<b>Principal</b>	Christi Carson	864-941-5760
<b>Superintendent</b>	Darrell Johnson	864-941-5400
<b>Board Chair</b>	Debrah Miller	864-374-3513

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Good</b>	<b>Average</b>
2010	Excellent	Excellent
2009	Excellent	Average
2008	Good	Below Average
2007	Good	At-Risk

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>  
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

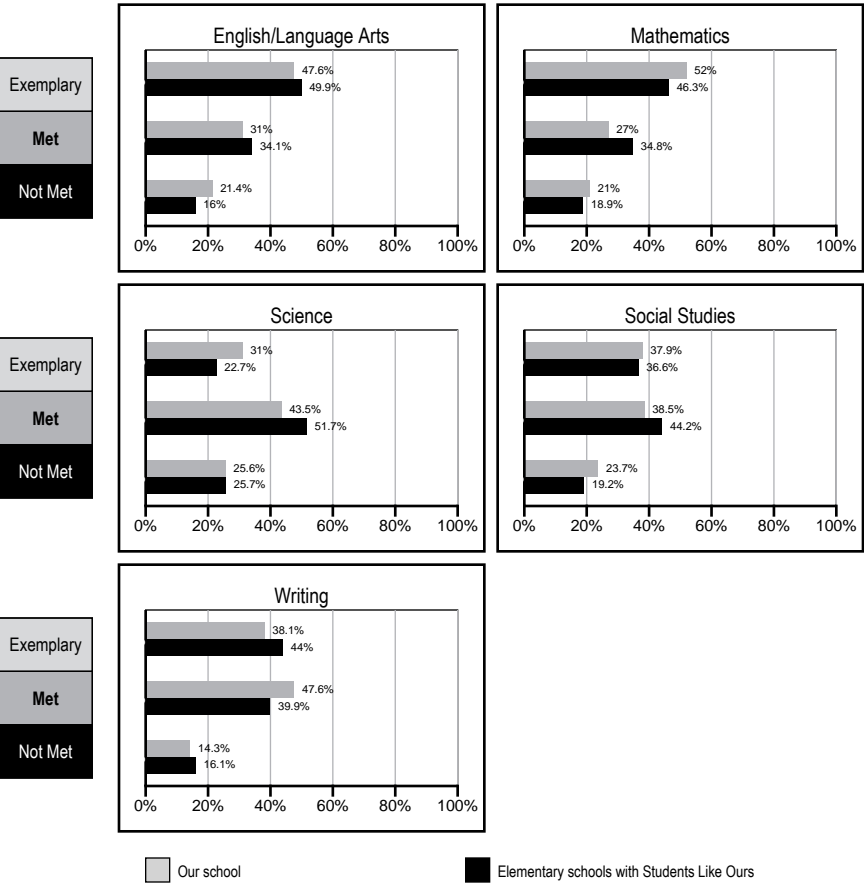
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 97.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
32	32	12	0	0

\* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=536)				
First graders who attended full-day kindergarten	83.3%	Up from 72.2%	100.0%	100.0%
Retention rate	0.9%	Down from 1.9%	0.9%	1.1%
Attendance rate	96.6%	Down from 96.7%	96.3%	96.2%
Served by gifted and talented program	22.6%	Down from 23.7%	20.1%	13.4%
With disabilities other than speech	3.3%	Down from 6.1%	3.5%	4.1%
Older than usual for grade	0.5%	Up from 0.2%	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.4%	Down from 0.6%	0.0%	0.0%
Teachers (n=31)				
Teachers with advanced degrees	74.2%	Up from 65.7%	65.9%	62.5%
Continuing contract teachers	93.5%	Up from 91.4%	91.3%	88.2%
Teachers returning from previous year	85.5%	Down from 92.2%	90.3%	87.8%
Teacher attendance rate	96.7%	Up from 96.3%	95.0%	95.2%
Average teacher salary*	\$47,410	Up 1.1%	\$48,263	\$46,773
Professional development days/teacher	6.8 days	Down from 14.5 days	11.0 days	10.5 days
School				
Principal's years at school	14.0	Up from 13.0	5.0	4.0
Student-teacher ratio in core subjects	21.8 to 1	Up from 20.0 to 1	20.8 to 1	19.9 to 1
Prime instructional time	92.7%	Up from 92.4%	90.2%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.5%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,323	Up 2.7%	\$7,071	\$7,447
Percent of expenditures for instruction**	69.4%	Up from 67.8%	68.9%	68.4%
Percent of expenditures for teacher salaries**	66.5%	Up from 66.3%	66.7%	65.8%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Lakeview celebrated its 40th Birthday this past year, having opened in the fall of 1970. This year, in keeping with our theme, students strived to Stay Safe, Take Responsibility, and Act Respectfully as they continued to Reach for the Stars.

We used PBIS (Positive Behavioral Interventions and Support) in our classrooms to help students become responsible for their own learning and behavior. Teachers used balanced literacy to provide a research-based reading program that focused on student reading levels and needs and taught students effective reading strategies. We continued to work on ways to “close the achievement gap” by looking at the needs of our students giving those students learning activities designed to help them achieve their best.

Our student council and service clubs raised money for community service organizations. We partnered with the Lakeview PTO, and “Chick-fil-A” to teach effective character traits and skills.

The highlight of our year was being named a 2010-2011 Palmetto Gold Award winner based on our 2010 “Excellent” report card rating. This was our second consecutive year receiving a Palmetto Gold Award.

We had many curriculum offerings, including Reading Recovery, GATAS, a computer lab, a math lab, Art, Music, PE, and Special Education Services.

Our PTO supported many family activities and we had many volunteers who regularly assisted in the school.

We continue to “Reach for the Stars” at Lakeview Elementary School.

Mrs. Virginia Metts, Principal  
Mrs. Angela Minick, Chairperson – Lakeview School Improvement Council

Evaluations by Teachers, Students and Parents			
	Teachers	Students*	Parents*
Number of surveys returned	32	90	34
Percent satisfied with learning environment	100.0%	83.3%	91.2%
Percent satisfied with social and physical environment	100.0%	85.6%	88.2%
Percent satisfied with school-home relations	96.9%	88.9%	94.1%

\* Only students at the highest elementary school grade level and their parents were included.

No Child Left Behind

School Adequate Yearly Progress	NO
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This school met 14 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.6%	94.0%**	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)**

All Students	276	100	21.2	30.6	48.2	88.2	81.4	82.4	Yes	Yes
<b>Gender</b>										
Male	141	100	21.2	29.5	49.2	86.4	78.3	78.7	N/A	N/A
Female	135	100	21.1	31.7	47.2	90.2	84.7	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	167	100	10.8	25.3	63.9	96.2	91.1	88.9	Yes	Yes
African American	86	100	42.5	40	17.5	72.5	72	72.9	No	Yes
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	100	93	I/S	I/S
Hispanic	13	100	I/S	I/S	I/S	I/S	70.9	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	83	I/S	I/S
<b>Disability Status</b>										
Disabled	30	100	64.3	17.9	17.9	53.6	42.4	48.1	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	12	100	I/S	I/S	I/S	I/S	71.2	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	144	100	33.1	39.5	27.4	78.2	73.7	75.4	Yes	Yes

**Mathematics - State Performance Objective = 79.0% (Met or Exemplary)**

All Students	275	100	20.8	26.7	52.5	83.9	81.6	81.9	Yes	Yes
<b>Gender</b>										
Male	141	100	18.9	22.7	58.3	84.8	79.6	79.9	N/A	N/A
Female	134	100	22.8	30.9	46.3	82.9	83.8	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	166	100	7	24.7	68.4	94.3	92.1	88.9	Yes	Yes
African American	86	100	51.3	31.3	17.5	61.3	70.8	71.4	No	Yes
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	98.1	94.6	I/S	I/S
Hispanic	13	100	I/S	I/S	I/S	I/S	73.8	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	30	100	50	28.6	21.4	60.7	41.6	47.3	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	12	100	I/S	I/S	I/S	I/S	74.3	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	143	100	39.5	29.8	30.6	68.5	73.5	74.9	No	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	183	100	25.4	43.2	31.4	74.6	63.2	68.6
Gender								
Male	97	100	23.9	39.1	37	76.1	63.9	68.3
Female	86	100	27.3	48.1	24.7	72.7	62.5	68.9
Racial/Ethnic Group								
White	113	100	14	43.9	42.1	86	81.3	80.7
African American	56	100	51	43.1	5.9	49	46.3	51.4
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	91.7	85.3
Hispanic	7	I/S	I/S	I/S	I/S	I/S	43	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	70.8
Disability Status								
Disabled	21	100	63.2	31.6	5.3	36.8	29.3	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	43.5	60.7
Socio-Economic Status								
Subsidized meals	92	100	40.5	48.1	11.4	59.5	49.5	57.3

Social Studies

All Students	183	100	23.4	38.6	38	76.6	69.2	72.5
Gender								
Male	88	100	19.5	39	41.5	80.5	71.2	72
Female	95	100	27	38.2	34.8	73	67	73.1
Racial/Ethnic Group								
White	105	100	8.9	39.6	51.5	91.1	83	81
African American	62	100	51.7	36.2	12.1	48.3	55.5	60
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	93.9	89
Hispanic	10	I/S	I/S	I/S	I/S	I/S	57.3	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.5
Disability Status								
Disabled	19	100	44.4	50	5.6	55.6	35.3	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	57.4	69.7
Socio-Economic Status								
Subsidized meals	99	100	38.6	42	19.3	61.4	58.6	62.9

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	91	97.8	14.3	47.6	38.1	85.7	72.9	73.2	96.6	96
Gender										
Male	48	95.8	15.6	37.8	46.7	84.4	67.7	67.2	96.6	96
Female	43	100	12.8	59	28.2	87.2	78.4	79.4	96.6	96.1
Racial/Ethnic Group										
White	54	98.2	10.2	38.8	51	89.8	84.5	81.5	96.9	96.1
African American	30	96.7	20.7	65.5	13.8	79.3	61.2	61.3	95.9	95.8
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	84.2	87	98.6	98.2
Hispanic	2	I/S	I/S	I/S	I/S	I/S	64.2	66.7	97.1	96.5
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	94.8
Disability Status										
Disabled	10	I/S	I/S	I/S	I/S	I/S	26.3	26	96.5	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	95.8
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	64.4	65.7	97.3	96.6
Socio-Economic Status										
Subsidized meals	50	96	23.3	62.8	14	76.7	64.2	63.2	96.1	95.5

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	87	100	20	25.9	54.1	80
	4	104	100	11.6	40	48.4	88.4
	5	69	100	21.3	26.2	52.5	78.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	97	100	16.1	23	60.9	83.9
	4	92	100	26.7	25.6	47.7	73.3
	5	87	100	20.7	43.9	35.4	79.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2010	3	87	100	24.7	28.2	47.1	75.3
	4	104	100	16.8	27.4	55.8	83.2
	5	69	100	23	27.9	49.2	77
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	96	100	24.1	19.5	56.3	75.9
	4	92	100	17.4	27.9	54.7	82.6
	5	87	100	20.7	32.9	46.3	79.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2010	3	45	100	56.8	15.9	27.3	43.2
	4	104	100	22.1	53.7	24.2	77.9
	5	34	100	31	41.4	27.6	69
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	48	100	20.9	37.2	41.9	79.1
	4	91	100	22.4	50.6	27.1	77.6
	5	44	100	36.6	34.1	29.3	63.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	43	100	16.7	33.3	50	83.3
	4	104	100	14.7	44.2	41.1	85.3
	5	35	100	31.3	43.8	25	68.8
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	48	100	20.5	31.8	47.7	79.5
	4	92	100	25.6	39.5	34.9	74.4
	5	43	100	22	43.9	34.1	78
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2010	3	88	98.9	28.6	26.2	45.2	71.4
	4	106	99.1	21.1	37.9	41.1	78.9
	5	72	100	24.2	28.8	47	75.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2011	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	91	97.8	14.3	47.6	38.1	85.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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